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ABSTRACT

California State Standard 5.7 is delineated in the following manner: "Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic." Students answer six questions about the Constitution and present suggestions for addressing elements of the standard. Providing students with the information that on September 17, 1787, the Constitution was unanimously approved by the 11 states fully represented and signed by 39 delegates, the lesson discusses the uses and significance of the topic; presentation and activities ("Beginning the Topic"; "Developing the Topic"; "Culminating the Topic"); offers focus questions; a sample vocabulary; literacy links (reading, writing, speaking, listening); supplies a focus question for assessment; a 42-item resource list; and a list of 12 Web sites. A "Separation of Powers" chart is appended. Suggests 14 class periods for implementing the lesson. (BT)

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CALIFORNIA History-Social Science
Course Models

Development of the Constitution

Grade 5 Model Lesson for Standard 5.7

Edited by Dr. Michelle Zachlod

2001

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Development of the Constitution

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Unit VII

Development of the Constitution

Dr. Michelle G. Zachlod, editor, under the auspices of the California Department of Education.

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

Sample topic addressing elements of Standard 7:

- The background and issues about the Articles of Confederation.
- The development and ratification of the U.S. Constitution.
- The separation of powers and checks and balances as important features of the Constitution.
- Taxation as an important part of U.S. history then and now.
- American ideals expressed in the Constitution, Bill of Rights and traditional songs.

Suggested time:
14 class periods

Significance of the Topic

On September 17, 1787, the Constitution was unanimously approved by the eleven states fully represented and signed by thirty-nine delegates. In his motion for signing, read for him by James Wilson, Benjamin Franklin declared that "when you assemble a number of men to have the advantage of their joint wisdom you inevitably assemble with those men all their prejudices, their passion, their errors of opinion, their local interest and their selfish views. From such an Assembly can a perfect production be expected? It therefore astonishes me, Sir, to find this system approaching as near to perfection as it does; and I think it will astonish our enemies..."

The Constitution had a number of provisions placed in it by the framers that enabled a central government to endure. First, the federal government alone would be able to raise an army if and when needed. The new national government also was given the power to raise money and regulate its value, to borrow money and pay national debts, and to regulate commerce between the states and other nations. The built-in checks and balances of the Constitution were safeguards against tyranny and guaranteed that there was a system in place that would protect the people and provide the federal government and the states with a balanced share of power.

Over two centuries have past since the writing of the U.S. Constitution and the inclusion of ten amendments establishing the rights of the people. The focus of this unit will be to examine issues that were raised, debated, and voted on that framed the writing of the Constitution. Students will critically examine the significant issues that were part of this important period in American History.

Focus Questions:

1. What were some of the flaws in the Articles of Confederation?
2. Why did delegates create a new document rather than amend the existing Articles of Confederation?
3. Why was the issue of taxation important?
4. How did the Bill of Rights address issues raised about the Constitution?
5. What is the importance of the American creed?
6. How are American ideals represented and promoted?

Sample Vocabulary Used in This Unit

Bill of Rights
delegates
framers
founders
taxation
Constitutional Convention
Articles of Confederation
amend
Antifederalists
Federalists

Literacy Links

Reading

- Students read information about the Articles of the Confederation.
- Students read descriptions of the three branches of government.
- Students read information presented on posters showing the balance of powers.
- Students read the newspaper or news magazines in search of articles related to taxes.
- Students read the Constitution and Bill of Rights.
- Students read and sing patriotic songs.

Writing

- Students take notes during research and discussions.
- Students write their thoughts and conclusions in Quickwrite exercises.
- Students write information on posters to summarize the concept of balanced powers.
- Students write letters to the editor in opposition or support of an issue related to taxes.
- Students describe their Constitutional rights in writing.
- Students write their own patriotic songs.
- Students define Constitutional goals and examples from their experiences.

Speaking

- Students discuss issues in small groups and with the whole class.
- Students make short presentations to the class based on their findings about the Articles of the Confederation.
- Students tell their ideas about taxes.
- Students share their opinions about the Constitution from the perspective of Federalists or Antifederalists.
- Students discuss their rights as described in the Bill of Rights.

Listening

- Students listen to group presentations after research and discussion about issues with the Articles of Confederation.
- Students listen to others' opinions about taxes.
- Students listen to formal and informal presentations of views by students representing Federalist and Antifederalist views.
- Students listen to songs presented by fellow students.

A
Beginning the Topic

Focus Question: What were some of the flaws in the Articles of Confederation?

In 1787, fifty-five delegates attended the Constitutional Convention in Philadelphia to amend the Articles of Confederation. Since 1781, the Articles of Confederation had defined how the United States were to be governed, but it had proved to be ineffective because it did not grant enough authority to the central government. For example, Article 2 provided each state to retain its sovereign independence and made the collection of taxes to pay foreign debts impossible. There were some major issues in the Articles of Confederation that many delegates wanted changed. The first concerned money. While Congress held the right to coin money, it had little economic power. Congress could not regulate trade between states or between the states and foreign countries. Congress could not pass tax laws and tried to collect taxes from the states in order to raise money needed to repay debts from the Revolutionary War. States could not be forced to contribute funds to the central government or national debt and some refused to pay. Additionally, each state was issuing its own money, which made trade difficult.

Other major issues concerned the military and leadership. While Congress could declare war, appoint military officers, and pass laws (with at least 9 of 13 states' approval), there was no executive officer, or president, to carry out these laws. There was no national system of courts to settle disputes between states. There was a weak alliance of the states.

In the creation of the Constitution during the convention, the authority to make paper money was transferred from individual states to the national government. The Constitution also shifted the powers to create and maintain a military establishment from the states to the new national government. Additionally, the Constitution called for an executive body to be headed by a president, who was also designated as commander and chief of the army, navy and state militias. The president was granted the power to decide the appointment of federal officers, veto acts of Congress, and make treaties with the consent of two thirds of the Senate. In order to ensure that the problems of a monarchy did not resurface, and that the office of the president differed greatly from the position of a king, a system of checks and balances were created around the powers of the president.

Write the following issues on the board: Money, Trade, Military, Leadership, Land, Laws. Assign one issue to each cooperative group. Ask students to work in their groups to research information in their textbooks and other sources to consider some of the problems that might have occurred if the states had continued to retain power and authority in this issue. For example, for the group addressing the issue of money, they should respond to the question: *What might have happened if states continued to create, print, issue and control their own forms of money?* Have students discuss and write a brief description of what the country might have been like under these circumstances – then and now. *Would there have been a United States? What are some of the possible paths the country might have taken?* Have each group make notes during research and discussions, then share their information, thoughts and conclusions with the class.

B
Developing the Topic

Focus Question: Why did delegates create a new document rather than amend the existing Articles of Confederation?

The states' delegates had gathered in Philadelphia to amend the existing Articles of Confederation. However, during the convention, James Madison persuaded delegates to adopt Edmund Randolph's resolution to create a central government that had three branches; legislative, executive and judiciary. While states were reluctant to give up their rights and debates ensued, by June 1788, a majority of the states voted to ratify the new Constitution. This happened only after the Great Compromise, in which large and small states agreed to a system of appropriate representation in national government affairs. Two houses of the legislature were agreed upon – the House of Representatives, comprised of seats awarded to each state according to its population, and the Senate, comprised of two representatives from each state. The Supreme Court, two houses of Congress and a newly created executive office of the president were established. This was presented as the best solution to strengthening the national government while allowing states to retain their powers. Both states and the national government had limited, but useful powers.

Ask students: *What does "balance of power" mean to you?* Ask students to respond to this question by writing their thoughts in a Quickwrite exercise. After 5-10 minutes of writing, ask students to pair up and exchange their papers with another student. Ask students to respond orally to their partner about the content of the Quickwrite. When all students have had the opportunity to respond to their partners, ask students what they now think "balance of power" means. After a class discussion (which may begin with personal examples of balanced power structures involving family, school and/or laws, but should progress to include the issues of: states' power balanced with federal power; legislative, judicial and executive powers; small states and large states' power; and economic, legal, political and social powers), provide students with descriptions of the three branches of government (Appendix A). After they have read the descriptions, place students in small groups to discuss these three branches of government established in the Constitution and address the question: *How do these three branches of government create a balance of power?* After small group discussions, have a representative from each group report to the class their responses to the question. Check for accuracy in the facilitation of these whole-class informal reports. Then, instruct each group to work collaboratively to create a poster depicting the three branches of government, how they work separately and how they work together to show the concept of balance of power. Invite students to include real-life examples of each branch's power.

Display the posters around the room and allow students to conduct a Gallery Walk so they may see each group's work up-close. After the Gallery Walk, write the focus question on the board and ask students to respond to this question in writing.

Photocopy the text of the U.S. Constitution for students to read and highlight. Instruct students to read the document silently, highlighting any words or sections that they find interesting and/or important. Then, read the document aloud and invite your students to read along with you when you read words or sections that they have highlighted. Afterwards, ask students what they noticed or thought during the read. Then ask students to focus on one or two highlighted sections to discuss with a partner or write about in their journal. Prompt discussions and writings by asking: *Why did you highlight these words? What meaning do these words have for you in your life as an American citizen? How do you interpret these words? What do you find interesting about these words?*

Focus Question: Why was the issue of taxation important?

Fair taxation was an issue that the framers of the Constitution had to address. Daniel Shay led a rebellion of New England farmers protesting excessively high taxes and the unfair treatment of farmers who could not pay these taxes by the state legislatures. States and the central government needed to raise money for debts and services. However, the people of this new nation could not forget their reasons for the fight to break free from Britain.

Ask students to brainstorm a list of items that are taxable today. Write the list of items on the board. Work with students to categorize these items on the board. Categories such as Food, Entertainment, Transportation, Equipment/Property, Household Goods and Clothing should be identified. Ask students to explain to their table partners **why** these items are taxed. Invite some students to share their responses. Generate a defense for why we have local, state and federal taxes today.

Then, ask students to work in cooperative table groups to brainstorm and list the ways that state and national governments spend the money collected from taxes today. Lists should include education, military, welfare, social services, national debt, roads, parks, law enforcement, courts, legislators, research, space exploration, etc. Then, have groups work together to brainstorm the ways that states and national governments spent taxes collected during the time that our country was just beginning. Lists should include national debt, law enforcement, courts, legislators, buildings, etc. Create a Venn Diagram with the class that illustrates the differences and similarities of the two time periods. A class discussion may be initiated using the following questions: *What expenditures would be the same? What are different? What were the framers' concerns about raising taxes? How might they have wanted to use the taxes they raised? Why was it important for the state and national governments to have taxes? How would that money be used? How are the rights of the people safeguarded against too much taxation?*

Provide students with copies of a current local newspapers and/or news magazines. Ask students to search for articles reporting current issues regarding taxation in the community, state and nation. Have students share their articles in cooperative groups explaining the issue and its relationship to taxes. Have students write a letter to the editor in support or opposition of the issue/proposal. Look for evidence of understanding about taxes in the letters composed by students.

Pose the following question to students: *If you were elected to office, what would you do about taxes?* Have students present their ideas in writing, speech or illustration to share with the class. Invite students to write letters to the President sharing ideas, opinions, and insight from their perspectives about today's taxes. Letters may be sent to the White House at:

The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Or e-mailed to:

president@whitehouse.gov

C
Culminating the Topic

Focus Question: How did the Bill of Rights address issues raised about the Constitution?

Once the Constitution was signed, it had to be ratified by the states. Rather than have the state legislatures confirm it, the Constitution stipulated that there would be nine special state conventions like the national Constitutional Convention with delegates from each state attending one of them. A group of men called Antifederalists, for their opposition to the Federalists, had specific objections to the Constitution. Antifederalists objected to the new Constitution stating that the strengthening of the national government left the states too weak. They argued that the Constitution gave too much power to the president. The main argument of Antifederalists centered on the missing bill of rights, which would protect individual freedoms. Some state conventions refused to ratify the Constitution until there was a promise made to include a bill of rights to the Constitution.

Divide students into three groups. Designate one group to represent the Federalists, supporting the ratification of the Constitution. Designate another group to represent the Antifederalists, opposing

the Constitution for fear that the president might become too powerful and that the states would lose too much power. Designate the third group to represent undecided delegates from the states. Assign each group to research information, meet, and outline their positions. Then, hold a convention during which each group has the opportunity to present their views formally and informally (allow students to walk around the room and interact in a social setting). Instruct undecided delegates to question and challenge the views presented by both sides. In the end, take a vote of delegates. Debrief this exercise by asking students: *Who made convincing arguments? Why were these arguments convincing? How did your vote represent the views of the people you represent in your state?*

Introduce students to the Bill of Rights, explaining the compromise to add these to the Constitution. List on the board the Antifederalists' objections to the Constitution. Have the students meet in small groups to read the Bill of Rights and decide whether the Antifederalists' concerns were answered in the Bill of Rights. Share conclusions with the class and conduct a discussion about the Bill of Rights.

Ask students to independently select one right that is protected under the Bill of Rights. Then, have each student create a page for a class picture book describing and illustrating that right. Encourage students to think of historic and contemporary examples of this right as it has been exercised and protected in America. Combine pages to create a class book of rights. An alternative project would be for students to read and study each of the ten amendments separately. As each amendment is discussed in class, have students create a page for their own book describing and illustrating their rights outlined in the Bill of Rights.

Focus Question: What is the importance of the American creed?

Securing liberty was a major goal of the Constitution. Liberty allows American citizens to live in freedom so long as they obey laws and respect the rights of others. The Constitutional rights of citizens empower them to vote, receive an education, become employed and enjoy other opportunities. These rights are protected, but also require the fulfillment of certain responsibilities. The goals of the Constitution are found in the Preamble: "We the people of the United States, in order to form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty, do ordain and establish this Constitution for the United States of America."

Read the Preamble with your students. List the six goals: form a more perfect union; establish justice; ensure domestic tranquility; provide for a common defense; promote the general welfare; and secure the blessings of liberty. Assign one goal to each cooperative group. Ask each group to discuss and define this goal. Have each group write the goal and definition on a large piece of chart paper. Have students present their goals and definitions to the class. Then, under the definition, ask each group to list three examples of how these goals are being attained today (by individuals, groups, the government, etc.). Then, have each group rotate to a new poster and add three more examples. Have groups rotate until they return to their own chart. Discuss the examples listed. Ask students: *What examples are listed to show how we protect our freedoms? What examples show how Americans use laws to make a better society and nation? How do we continue to preserve the Constitution?*

Instruct students to write an essay answering the focus question: *Why is it important to safeguard our liberties, follow laws and protect the Constitution?* Ask students to include examples from their own experiences that show their adherence to the American creed.

Assessment

Focus Question: How are American ideals represented and promoted?

Brainstorm with students the symbols, images, and/or icons that represent America and American life. List these ideas on the board. Place on the overhead the lyrics of some patriotic songs, such as "America the Beautiful", "This Land is My Land" or "Star-Spangled Banner." Read and sing these with your students. Ask students what images are created by these songs and what the images represent. If not listed on the board, add these to your list.

Discuss with students the importance of preserving ideals, history and memory through art and music. If available, display American portraits and landscapes to identify the use of color, subjects, light and perspective. (Refer to illustrations provided in your text.) Ask students what they feel when they hear and sing patriotic songs. Identify times and places where we participate in the singing of these songs. *Why do we sing these songs at school? At baseball games? At formal meetings and ceremonies? Why do we see athletes so emotional when our national anthem is played at the Olympics?*

Ask students to work in triads to use the words listed on the board and the information shared in class to write a new song that reflects their feelings, appreciation and understanding of what it means to be an American citizen. Students might use a popular tune to structure and write their new song (e.g., Old MacDonald Had a Farm, I'm a Little Teapot, Oh, Susanna, etc.). Have students publish their songs in a class song book and perform their songs with the class.

Resources for the Sample Topic

Bjornlund, Lydia D. *The U.S. Constitution: Blueprint for Democracy*. Lucent Books, 1999. Words that changed history. Discusses the history, writers, drafting, and impact of the United States Constitution.

Bradbury, Pamela. *Men of the Constitution*. New York: Simon & Schuster, 1987. Signers—Biography. Statesmen---United States. Politics and government.

Blume, George T. *The Constitution, Little Short of Miracle: A One Act Drama for Elementary Schools*. Washington, D.C.: Commission on the Bicentennial of the United States Constitution, 1987. Originally written for presentation by middle and high school age youth.

Cohn, Amy L. *From Sea to Shining Sea, A Treasury of American Folklore and Folk Songs*. Scholastic, Inc., 1993. Here are folksongs, tales, poems, stories from America's past. Over 140 entries tell the history of America and its multicultural character.

Collier, Christopher. *Creating the Constitution*. Benchmark Books, 1998. Examines the events and personalities involved in creating the Constitution of the United States in 1787, a document which has been the foundation of American democracy for over 200 years.

Collier, James and Christopher Collier. *The Winter Hero*. Scholastic, 1985. A boy participates in Shay's Rebellion to protect his father's property.

Colman, Warren. *Carta de Derechos (The Bill of Rights)*. Children's Press, 1989. Easily understood text and photographs describe the United States Constitution and Bill of Rights.

Cook, Donald Edwin. *America's Great Document: The Constitution*. Hammond, 1970. Discusses the need in 1787 for a new Constitution, the problems, personalities, and conflicts that helped shape it, and the struggle for its ratification.

Currie, David P. *The Constitution: Teacher's Handbook*. 1991. Constitutional history and law.

Currie, David P. *The Constitution*. 1997. Background material about how the Constitution came to be written precedes the actual document, which is explained paragraph by paragraph.

Davidson, James West. *The American Nation: Beginnings to 1877*. Prentice Hall, 1997. Connections with literature, science, mathematics, fine art and music; Presidents of the United States; Declaration of Independence; Constitution of the United States of America.

Field, Robert J. *The History of the United States*. Volume 1. 1989. The first colonies in America. England in the New World. Steps toward freedom. A new country. The United States grows.

Fisher, Leonard Everett. *Stars and Stripes, Our National Flag*. Holiday House, 1993. Readers get historical background information on the Pledge of Allegiance and early American flags from this book.

Fritz, Jean. *Shh! We're Writing the Constitution*. 1994. Previously published by Scholastic, 1987.

Fritz, Jean. *The Great Little Madison*. Putnam, 1989. This is an interesting, well-written biography of James Madison.

Gregory, Kristiana. *Across the Wide and Lonesome Prairie: The Oregon Trail Diary of Hattie Campbell (Dear America)*. Scholastic, 1997. Thirteen-year-old Hattie Campbell records the details of her family's harrowing migration to Oregon in a covered wagon in 1847. It describes the many challenges, both joyful and tragic, that mark the journey. It is from the settler's perspective.

Guthrie, Woody. *This Land is Your Land*. Little, Brown and Company, 1998. Along with the lyrics to this folksong, the illustrations provide a wonderful backdrop to the song.

Hauptly, Denis J. *"A Convention of Delegates": The Creation of the Constitution.* 1987. Describes the events occurring before and during the Constitutional Convention, in which delegates from the thirteen original states struggles to agree on a Constitution.

Hayman, LeRoy. *What You Should Know About the U. S. Constitution and the Men Who Wrote It.* A history of the Constitutional Convention, with capsule biographies of its significant contributors and an examination of the conflicts, controversies, and compromises which resulted in the document which is the foundation of our government today.

Kalman, Bobbie.*Early Family Home.* Crabtree Publishing Co., 1995. This book gives a pictorial and factual guide to family life in the early settler period of our country. It contains stories, photographs, and drawings of the settlers' everyday life.

Krull, Kathleen. *A Kids' Guide to America's Bill of Rights: Curfews, Censorship, and the 100-Pound Giant.* Avon Books, 1999. This book examines the ten amendments to the U.S. Constitution that make up the Bill of Rights. It shows how they have been applied and the rights they guarantee.

Levy, Elizabeth. *If You Were There When They Signed the Constitution.* Scholastic, 1992. An introduction to the Constitution is provided in this book. Included are the document's background, profiles of delegates to the Constitutional Convention, compromises made at the convention, and an explanation of the mechanism provided to change the Constitution.

Leinwand, Gerald. *Do We Need a New Constitution?* 1994.

Lomask, Milton. *The Spirit of 1787: The Making of Our Constitution.* 1987. Discusses the aftermath of the Revolutionary War and the creating of a Constitution for the new country.

Maestro, Betsy. *A More Perfect Union: The Story of Our Constitution.* Lothrop, 1987. An appealing account of the long, hot Philadelphia summer of 1787 is given in this book.

McNeil, Rusty and Keith. *Colonial Revolution Songbook with Historical Commentary.* WEM Records, 1996.Teacher resource materials provide the history of folksongs and a CD to present the songs to students.

McGee, Dorothy Horton. *Framers of the Constitution.* Outlines the events leading up to the adoption of the Constitution and describes the lives of its signers.

McPhillips, Martin. *The Constitutional Convention.* 1985. Describes how delegates from the thirteen original states came together in 1787 to create a Constitution to preserve the newly born United States.

Meltzer, Milton. *The Bill of Rights: How We Got It and What It Means.* 1990. Traces the history of the Bill of Rights of the United States Constitution and highlights contemporary challenges to each of the ten amendments.

Morin, Isobel V. *Our Changing Constitution: How and Why We Have Amended It*. 1998. Explores the amendments that have been made to the Constitution, as well as the proposed amendments that were not passed, detailing the controversies and Supreme Court cases that surround them.

O'Reilly, Kevin. *Colonies to Constitution*. 1990. Evaluating viewpoints.

Quiri, Patricia Ryon. *The Bill of Rights*. Children's Press, 1999. This book chronicles how the Bill of Rights came to be, as well as the freedoms it guarantees. It details each of the amendments, and demonstrates how some have affected contemporary life in the United States.

Quiri, Patricia Ryon. *The Constitution: A True Book*. Children's Press, 1998. Explains why a constitution was needed; describes the convention in Philadelphia in 1787, the Virginia and New Jersey plans, the Great Compromise, and the ratification process.

Rosenburg, John M. *First in Peace: George Washington, the Constitution, and the Presidency*. 1998. A biography of the first president of the newly formed United States, George Washington, from his involvement in the Constitutional Convention in 1787, through his two terms as president, to his death in 1799.

Shackburg, Richard. *Yankee Doodle*. Simon & Schuster, 1994. Students learn the background behind an American classic. They can also learn how to make Hasty Pudding.

Sisson, Mary Barr. *The Gathering Storm, 1787-1829: From the Framing of the Constitution to Walker's Appeal*. Chelsea House Publishers, 1997. Presents a partial history of slavery and the abolitionist movement in the United States.

Spier, Peter. *We the People: The Constitution of the United States*. Doubleday, 1991. The author gives the historical facts behind the writing of the Constitution. Illustrations depict scenes of past and present American life.

Woodin, G. Bruce. *A Fresh Look at American History*. Sterling Publishing Company, 1972.

Woodin, G. Bruce. *Revolution and Constitution (1763-1797)*. 1970.

Younger, Barbara. *Purple Mountain Majesties: The Story of Katherine Lee Bates and America the Beautiful*. Dutton Children's Books, 1998. Students learn the history behind the poet and her creation of America the Beautiful. Illustrations bring the poem to life.

Understanding the U.S. Constitution. Mark Twain Media, Inc., 1994. Understanding the U.S. Constitution: a social studies activity book.

McGee, Dorothy H. (1968). *Framers of the Constitution*. Dodd, Mead & Company, New York. Pg.30-31.

Websites

Papers of George Washington: The Confederation (http://www.virginia.edu/~gwpapers). Learn about the early national period of American history through the words of Washington.

Roadmap to the U.S. Constitution (http://library.thinkquest.org/11572/index.html). This site was developed for ThinkQuest by students at Trumbull High School, Trumbull, CT. It provides some well-organized background material for the study of the Constitution.

The Preamble (http://genxtvland.simplenet.com/SchoolHouseRock/song.hts?lo+preamble). Sing your way to learning along with America Rocks as you learn about the U.S. Constitution. Comments: This site requires sound and video capability in order to get the full benefit.

Biographies of the Founding Fathers (http://www.nara.gov/exhall/charters/constitution/confath.html). This site by the National Archives has short biographies plus good portraits of the 55 delegates indexed by state. Ones who did not sign the constitution are designated. Good starting point for students' study of Constitutional Convention delegates.

Charters of Freedom (http://www.nara.gov/exhall/originals/original.html). These are the copies of the Declaration of Independence, the Constitution, and the Bill of Rights found in the National Archives.

Documents from the Continental Congress and the Constitutional Convention 1774-1789 (http://lcweb2.loc.gov/ammem/bdsds/bdsdhome.html). This site links to over 500 documents pertaining to the Constitution compiled by the Library of Congress.

Documents of the Continental Congress and Constitutional Convention (http://lcweb2.loc.gov/ammem/bdsds/bdsdhome.html). Here is a wealth of documents from the Continental Congress and the Constitutional Convention (1774-1789) from the Library of Congress.

Philadelphia's Historic Mile (http://www.ushistory.org/tour/index.html). The title says it all. As you stroll down the historic streets of Philadelphia, early America comes alive. At each stop, visitors are treated to interesting facts about the site and its significance to America's past. No study of colonial America is complete without this virtual tour of the streets where the Declaration of Independence was written and Benjamin Franklin and Paul Revere once walked.

Constitution of the United States (http://www.law.emory.edu/FEDERAL/usconst.html). This hyperlinked display of the Constitution provides easy access to each section. Also included is a searchable index and history about the amendments that were passed by Congress but not ratified by three-fourths of the states.

Constitutional Convention of 1787 (http://mondrian.princeton.edu/CampusWWW/Companion/constitutional_convention.html). Here is information on 9 men at Convention who were Princeton Alumni. It gives info on other

universities and colleges attended by the delegates and the fact that 25 out of the 55, including George Washington, did not attend college.

What Is a Republican Government? (http://www.civiced.org/wtp_elem03_sb.html). This lesson from the "We the People" elementary book, published by the Center for Civic Education, leads students to establish the relationship between the concept of Republican government and the principles of the common welfare and civic virtue. The lesson is guided by a series of problem-based thought questions. Author: Center for Civic Education

What Responsibilities Accompany Our Rights? (http://www.civiced.org/wtp_elem21_sb.html). Suppose your government does everything it can to protect your rights. Is this enough? Will your rights be protected? Do we have any responsibility to protect not only our own rights, but each other's as well? Author: We the People

Appendix A

SEPARATION OF POWERS
The Three Branches of Government

Executive
(President)

Carries Out Laws

Proposes Laws

Can Veto Laws

Negotiates Foreign Treaties

Serves as Commander in Chief of the Armed Forces

Appoints Federal Judges, Ambassadors, and other High Officials

Can Grant Pardons of Federal Offenders

Legislative
(Congress)

Makes Laws

Can Override President's Veto

Approves Treaties and Presidential Appointments

Can Impeach and Remove President and Other High Officials

Creates Lower Federal Courts

Appropriates Money

Prints and Coins Money

Raises and Supports the Armed Forces

Can Declare War

Regulates Foreign and Interstate Trade

Judicial
(Supreme Court and other Federal Courts)

Interprets Laws

Can Declare Laws Unconstitutional

Can Declare Executive Actions Unconstitutional

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